

Texas Education Agency
Standard Application System (SAS)

2018-2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1			
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)		FOR TEA USE ONLY Write NOGA ID Place stamp here
Grant Period:	August 1, 2018 – July 31, 2019		RECEIVED TEA EDUCATION AGENCY MAY -1 AM 8:23 DOCUMENT CONTROL CENTER
Application deadline:	5:00 p.m. Central Time, May 1, 2018		
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>		
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov		
Schedule #1—General Information			
Part 1: Applicant Information			
Organization name		County-District #	Amendment #
Cedar Hill ISD		057-904	N/A
Vendor ID #	ESC Region #	DUNS #	
	10	098294531	
Mailing address		City	State ZIP Code
285 UPTOWN BLVD #300		Cedar Hill	TX 75104
Primary Contact			
First name	M.I.	Last name	Title
Dr. JoAnn		Rucker	Assistant Superintendent of Academics
Telephone #	Email address		FAX #
(972) 291-1581	Jo.Rucker@chisd.net		(972) 291-5231
Secondary Contact			
First name	M.I.	Last name	Title
Angele	M	Hodges	Director GU
Telephone #	Email address		FAX #
(972) 291-1581	angele.hodges@chisd.net		(972) 291-5231
Part 2: Certification and Incorporation			

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Dr. Billy		Snow	Superintendent
Telephone #		Email address	FAX #
(972) 291-1581		billy.snow@chisd.net	(972) 291-5231
Signature (blue ink preferred)		Date signed	


April 25, 2018

Only the legally responsible party may sign this application.

701-18-111-062

Schedule #1—General Information

County-district number or vendor ID: 057-904

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal YearStart date (MM/DD): **NOT APPLICABLE**

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057-904

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>all General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057-904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 057-904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 057-904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 057-904

Amendment # (for amendments only):

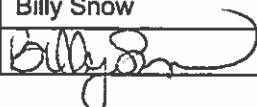

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	057-904	Billy Snow	(972) 291-1581	\$193,800
	Cedar Hill ISD		billy.snow@chisd.net	
Member Districts				
2.	057904101	Marchelle Sterling	972-291-4231	\$115,395
	Bray Elementary		marchelle.sterling@chisd.net	
3.	057904110	Heath Koenig	972-293-4502	\$123,713
	Collegiate Prep Elementary		heath.koenig@chisd.net	
4.	057904104	Charmon Barksdale	972-291-7874	\$123,713
	High Pointe Elementary		Charom.Barksdale@chisd.net	
5.	057904105	Damian Patton	972-291-0496	\$153,574
	Highlands Elementary		damian.patton@chisd.net	
6.	057904108	Marquite Anderson	972-293-4501	\$115,395
	LakeRidge Elementary		marquita.anderson@chisd.net	
7.	057904102	Shrese Nix	972-291-4058	\$126,071
	Plummer Elementary		sherese.walker@chisd.net	
8.	057904107	Dr. Trevena Taylor	972-291-5290	\$125,713
	Waterford Oaks Elementary		trevena.taylor@chisd.net	

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 057-904

Amendment # (for amendments only):

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County-district number or vendor ID: 057-904

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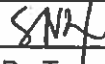
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All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

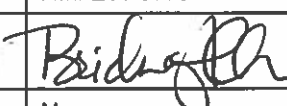
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	057-904 Cedar Hill ISD	Billy Snow	(972) 291-1581 billy.snow@chisd.net	\$193,800
Member Districts				
2.	057904101 Bray Elementary	Marchelle Sterling	972-291-4231 marchelle.sterling@chisd.net	\$115,395
3.	057904110 Collegiate Prep Elementary	Heath Koenig	972-293-4502 heath.koenig@chisd.net	\$123,713
4.	057904104 High Pointe Elementary	Charmon Barksdale	972-291-7874 Charom.Barksdale@chisd.net	\$123,713
5.	057904105 Highlands Elementary	Damian Patton	972-291-0496 damian.patton@chisd.net	\$153,574
6.	057904108 LakeRidge Elementary	Marquite Anderson	972-293-4501 marquita.anderson@chisd.net	\$115,395
7.	057904102 Plummer Elementary	Shrese Nix 	972-291-4058 sherese.walker@chisd.net	\$126,071
8.	057904107 Waterford Oaks Elementary	Dr. Trevena Taylor	972-291-5290 trevena.taylor@chisd.net	\$125,713

Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 057-904				Amendment # (for amendments only):
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	057904042	Avesgus Tetterton	972-293-4505	\$153,574
	Bessie Coleman Middle	<i>Denise Roache-Davis</i>	avesgus.tetterton@chisd.net	
10	057904041	Tonya Haddox	972-291-5270	\$153,574
	WS Permenter Middle		tonya.haddox@chisd.net	
11	057904043	Niki Edwards	469-272-2021	\$114,065
	Collegiate Academy Middle		nikisha.edwards@chisd.net	
12	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				\$1,498,587

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 057-904				Amendment # (for amendments only):
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	057904042	Avesgus Tetterton	972-293-4505	\$153,574
	Bessie Coleman Middle		avesgus.tetterton@chisd.net	
10	057904041	Tonya Haddox	972-291-5270	\$153,574
	WS Permenter Middle	<i>Tonya Haddox</i>	tonya.haddox@chisd.net	
11	057904043	Niki Edwards	469-272-2021	\$114,065
	Collegiate Academy Middle		nikisha.edwards@chisd.net	
12	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				\$1,498,587

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 057-904				Amendment # (for amendments only):
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	057904042	Avesgus Tetterton	972-293-4505	\$153,574
	Bessie Coleman Middle		avesgus.tetterton@chisd.net	
10	057904041	Tonya Haddox	972-291-5270	\$153,574
	WS Permenter Middle		tonya.haddox@chisd.net	
11	057904043	Niki Edwards	469-272-2021	\$114,065
	Collegiate Academy Middle		nikisha.edwards@chisd.net	
12	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				\$1,498,587

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 057-904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Cedar Hill Independent School District (CHISD), a local education agency and recipient of Title I funds, is requesting consideration from the Texas Education Agency (TEA) for funding of the CHISD 21st CCLC/ACE Program – an engaging Out-of-School Time (OST) program specifically designed to improve student academic achievement and support overall student development at a group of 10 schools serving a predominantly minority, educationally-disadvantaged community. Through the proposed CHISD ACE Program, elementary and middle school students identified as most in need of academic assistance will benefit from: a wide array of supplemental, evidence-based, afterschool, weekend, and summer academic enhancement programming; high-interest, interactive enrichment activities; socio-emotional learning; parent/family engagement, and career/workforce explorations. The CHISD ACE Program is strategically designed to ensure that Cedar Hill elementary and middle school students have the learning opportunities and supports they need to improve academic performance and meet state and local academic achievement standards. The overarching goal for CHISD ACE is to improve the following outcomes for students: academic performance; attendance; positive behavior; and grade promotion rates. This goal directly aligns with CHISD district goals of: Academic Performance; Culture and Climate; Human Capital; Organizational Design and Delivery; Communication; Data Management; and Family and Community Involvement. **Budget Development:** The budget was developed in cooperation with CHISD Superintendents, Director of GEAR UP (an USDOE college readiness grant program), Principals, and ACE Advisory Council. Costs are based on “cost per student” and “cost per center” formulas provided in the PRIME Blueprint for Texas ACE to ensure the center has sufficient resources to run an efficient, effective ACE program. **Demographics:** CHISD, with its limited afterschool programs to serve its current 7000+ elementary and middle school students of which 42% are at-risk, has a critical need to effectively address and resolve challenges to its students’ success, and create an educational structure that supports **all learners** in improving academic performance, promotion rates, and graduation rates, creating a generation of college- and workforce-ready students. CHISD ACE will be hosted at 10 community learning centers located district-wide including 3 middle schools and 7 elementary schools, serving a total of 1,090 students in grades K-8 and 375 parents annually. **Services include:** 1) targeted, TEKS-aligned, evidence-based academic interventions, enrichment, tutoring, and homework support to students identified in most need of academic support; 2) engaging, interactive enrichment and socio-emotional learning activities; 3) Saturday Academies which provide opportunities for parent/student engagement in addition to academic support; and a 4) Summer Learning Opportunity to minimize summer learning loss and support learning in core and enrichment areas. CHISD ACE will provide age-appropriate college/workforce exploration and awareness activities and family/parental supports. The program will run for 3 hours each day after school and on Saturdays during the school year. A Summer Learning Opportunity will run for 6 weeks, 4 hours per day, Monday-Thursday. **Assessment:** CHISD ACE program activities will focus on areas of need as determined by a thorough needs assessment in preparation for this grant to identify meaningful activity types, to locate community resources, and identify gaps in services. **Management Plan:** Currently operating an USDOE GEAR UP from which CHISD ACE participants will also benefit, CHISD is uniquely qualified to operate and manage an educational grant of this magnitude. The district has established an **advisory council and comprehensive management plan** to ensure the program receives consistent, high-quality management. Supervised by the Executive Director of Innovative Programs, a full-time ACE Project Director will provide overall leadership and oversight to ensure optimal programming. Site Coordinators will be hired for each center to coordinate and ensure effective delivery of high-quality project services. A Family Engagement Specialist will plan, and implement culturally-relevant family programming at each site. Each center will be regularly monitored by the Project Director and Site Coordinators to ensure the program continually receives an optimum level of exemplary oversight and management. **Evaluation Plan:** Program evaluation will be conducted by an independent evaluator. Methods will include formative and summative evaluation based on processes outlined in ACE’s PRIME Blueprint and will address whether or not: activities are being implemented as planned; the project is making progress towards achieving its objectives; and services are positively impacting proposed outcomes. To measure progress in defined program areas, data on TEA identified performance measures will be used to assess project implementation against each objective. Evaluation will include comprehensive analysis of key program and participant data. **Budget:** The budget is in accordance with 21st CCLC Program Guidelines and includes funding needed to meet program objectives and service targets. Texas 21st CCLC funds will supplement, not supplant, programs and services provided with local or state funds. **Requirements:** This application completely and accurately answers all Statutory and TEA requirements. **Ongoing Commitment to Program:** CHISD Board of Directors has endorsed and is committed to the goals and ongoing sustainability of this program as validated by a written letter of support for sustainability signed by Board members (attached). The district will apply for grant resources and has enlisted the support of community partners to ensure committed program funding beyond the grant.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 057-904				Amendment # (for amendments only):	
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019				Fund code/shared services arrangement code: 265/352	
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,226,953	\$0	\$1,226,953
Schedule #8	Professional and Contracted Services (6200)	6200	\$65,000	\$30,000	\$95,000
Schedule #9	Supplies and Materials (6300)	6300	\$144,634	\$0	\$144,634
Schedule #10	Other Operating Costs (6400)	6400	\$32,000	\$0	\$32,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Consolidate Administrative Funds				<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,468,587	\$30,000	\$1,498,587
Percentage% indirect costs (see note):			N/A	\$0	\$30,000
Grand total of budgeted costs (add all entries in each column):			\$1,468,587	\$30,000	\$1,498,587
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$1,274,478	\$30,000	\$1,304,478
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,498,587
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$74,929

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 057-904		Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded
			Grant Amount Budgeted
Academic/Instructional			
1	Teacher	13	\$289,233
2	Educational aide		\$
3	Tutor	16	\$69,720
Program Management and Administration			
4	Project director (required)	1	\$65,000
5	Site coordinator (required)	10	\$580,000
6	Family engagement specialist (required)	1	\$55,000
7	Secretary/administrative assistant		\$
8	Data entry clerk		\$
9	Grant accountant/bookkeeper		\$
10	Evaluator/evaluation specialist		\$
Auxiliary			
11	Counselor		\$
12	Social worker		\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13	ESC specialist/consultant		\$
14	ESC coordinator/manager/supervisor		\$
15	ESC support staff		\$
16	ESC other		\$
17	ESC other		\$
18	ESC other		\$
Other Employee Positions			
19	Title		\$
20	Title		\$
21	Title		\$
22	Subtotal employee costs:		\$1,058,953
Substitute, Extra-Duty Pay, Benefits Costs			
23	6112 Substitute pay		\$
24	6119 Professional staff extra-duty pay		\$
25	6121 Support staff extra-duty pay		\$
26	6140 Employee Benefits		\$168,000
27	Subtotal substitute, extra-duty, benefits costs		\$168,000
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$1,226,953

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 057-904		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	From the Heart – Fitness and Healthy Lifestyles Enrichment	\$10,000
2	SureScore – Testing Preparation/Tutoring/Academic Support	\$10,000
3	Texas Instruments – Technology Learning/Academic Enrichment	\$10,000
4	Cedar Valley College - Academic/Workforce Support and Preparation	\$10,000
5	University of North Texas at Dallas – College/Career/Workforce Support	\$15,000
6	Princeton Review – Test Preparation/Tutoring/Academic Support	\$10,000
7	EGT Institute, Inc. - Evaluation	\$30,000
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$95,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$95,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 057-904		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$144,634
Grand total:		\$144,634

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 057-904		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$1,500
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$30,500
Grand total:		\$32,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 057-904			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #14—Management Plan

County-district number or vendor ID: 057-904

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Qualifications: Bachelor's degree in Education in a related field; Master's preferred. Minimum three years of experience in an educational and/or social work setting, and program development, marketing, implementation, data reporting, evaluation and fiscal/budget management; experience in management of 21 st CCLC or afterschool/summer school programs preferred.
2.	Site Coordinator(s)	Qualifications: Bachelor's degree in education; Master's preferred. Texas Teaching Certificate with a minimum of three years of experience in teaching in an elementary school setting with at-risk children. Experience implementing and organizing non-traditional educational programs.
3.	Family Engagement Specialist	Qualifications: Bachelor's degree in education. Three years of experience in: coordinating family self-sufficiency programs; working in an educational, social service or family support setting with diverse groups; and outreach to and relationship-building with local community agencies.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase student academic performance by providing academic supports	1. Coordinate ACE academic supports with teachers	10/01/2018	10/12/2018
		2. ACE academic lessons and supports finalized	10/15/2018	11/02/2018
		3. Students at risk of failure or dropout identified	10/16/2018	11/02/2018
		4. Individual Education Plans created for all students	11/06/2018	12/01/2018
		5. Students receive tutoring/homework support	10/15/2018	07/31/2019
2.	Improve student attendance by engaging students and parents in programming	1. Implement extensive ACE marketing/outreach plan	10/01/2018	05/24/2019
		2. Finalize engaging enrichment programming	10/15/2018	07/31/2019
		3. Students engaged in enrichment programming	10/22/2018	07/31/2019
		4. Parent University established and meets regularly	10/09/2018	07/31/2019
		5. Saturday Academies/parenting involvement starts	10/06/2018	05/24/2019
3.	Improve student behavior by engaging students and parents in programming	1. Social-emotional learning promotes healthy choices	10/01/2018	07/21/2019
		2. Training to increase parental school involvement	10/06/2018	05/24/2019
		3. Parent and youth communication skills training	10/06/2018	05/24/2019
		4. Parent University provides caregiver training	10/09/2018	05/24/2019
		5. Strong Fathers/Strong Families support provided	10/15/2018	05/24/2019
4.	Improve student promotion rates by providing academic supports	1. Targeted evidence-based academic/literacy support	10/01/2018	07/31/2019
		2. STAAR-aligned tutoring and test preparation	10/01/2018	07/31/2019
		3. Enrichment activities that compliment school work	10/01/2018	07/31/2019
		4. Academic Rigor/College awareness activities	10/01/2018	07/31/2019
		5. Professional development for teachers	10/09/2018	07/31/2019
5.	Improve student graduation rates through college/ career readiness	1. Target students most in need of academic supports	10/09/2018	07/31/2019
		2. Students receive personalized instruction/tutoring	10/09/2018	07/31/2019
		3. Students receive standardized test preparation	10/09/2018	07/21/2019
		4. Career/college exploration and preparation	10/15/2018	07/31/2019
		5. Introduction to college/careers through college visits	10/29/2018	05/24/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057-904

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

CHISD engaged in a comprehensive community and campus needs assessment process to: (1) identify the specific needs and resources of the community, students and families; (2) specifically review the needs of working families; (3) determine the need for afterschool centers; (4) prioritize schools most in need of OST services and; (5) identify gaps in services. Several data sets were reviewed, including: campus level data; student level deficiencies; and community, student and parent voices. Multiple objective data sources were consulted including: annual state standardized test scores (STAAR-EOC); TEA 2016-17 district and campus Texas Academic Performance Reports (TAPR); CHISD's district and campus improvement plans; school performance reports; Public Education Information System (PEIMS) data trends; U.S. Census Bureau data; and annual CHISD community, student and parent surveys. Focus groups were held with a wide variety of community members/stakeholders, students, parents, school administrators and teachers. These assessments identified notable gaps and weaknesses related to both district/campus resources and student support mechanisms that led to the design of the proposed CHISD ACE Program. **Community Evaluation of Needs:** A thorough systematic community needs assessment was also conducted to determine the need for afterschool centers, to identify meaningful activity types, to locate community resources, and identify gaps in services. With a current enrollment of **7,866 students**, CHISD is a small, suburban district 16 miles south of Dallas in north Texas. CHISD is primarily populated by minority residents who are isolated economically and educationally, oftentimes having to travel to Dallas for employment and educational opportunities. Cedar Hill's total population consists of **47,089** residents of which 46% are Male and 54% are female, with a median resident age of 34. A high percentage of residents are African-American, Hispanic, single parent, and under-educated: **55%** are African-American; **25%** are Hispanic; just **31%** of the labor force has a bachelor's degree or higher; and **71%** are high school graduates with no college. In addition, there are **26%** minority, single female-led family households with **28%** falling below the poverty level (U.S. Census 2016). **District Assessment:** CHISD consists of a total of **13 high-need** campuses: **7** elementary schools, **3** middle schools, **1** ninth-grade campus, **1** Early College High School (ECHS) and **1** high school. CHISD serves **7,866** students of which **66.7%** (5,250) are African-American, **23.7%** (1,866) are Hispanic, **68.2%** (5,363) are low-income (free/reduced lunch), **42.2%** (3,796) are at-risk, **7.5%** (587) are English Learners and **8.4%** (658) are students with disabilities (TAPR 2016-17). CHISD ACE will serve the District's **7** high-need elementary schools and **3** high-need middle schools. CHISD elementary schools' student performance was significantly below state results (met STAAR standards) for Reading, at **39%** and Math, at **41%**, compared to **48%** for each for Texas. CHISD middle schools' student performance was also significantly below state results for Math, Science and Social Studies: only **67%**, **66%**, and **53%** met STAAR standards, respectively, compared to **76%**, **79%** and **77%** for Texas. As noted above, during the planning stages of this application, CHISD conducted student and parent surveys (in Spring 2017) to determine the needs of local students, parents and working families. Parent surveys indicated a high need for safe and engaging afterschool programs for their children (84%), along with adult education (49%) and college preparation programs for youth and adults (74%). Parents also reported a desire for opportunities to learn more about what their child is doing in school (76%), how to help their children with their academic studies (72%), and how to better prepare their child for success in college and career (79%). Student surveys demonstrated that both elementary (82%) and middle school students (65%) felt there was a need for an afterschool program at their campus. Elementary school students' programming interests included assistance with homework (62%), engaging learning programming such as: LEGO-building, robotics, and science projects (72%); arts activities such as dance, music, and visual art (78%); and athletics/sports (84%). Middle school students surveyed indicated the following desires for afterschool programming: tutoring/homework assistance (75%); help with test-preparation and study skills (82%); college and career readiness (78%); arts activities such as dance, visual arts, theatre, and music (68%); and athletics/sports (85%). **Examination of Resources:** **Asset mapping** was conducted to examine available community resources. This systemic process: (1) yielded **detailed information** about the community; (2) inventoried existing community **strengths/resources** to avoid duplication of similar activities and to leverage and maximize resources; (3) generated a **map** of geographic proximity of services; and (4) prioritized the community's **needs** to further guide planning of activities and services. **Results:** The aforementioned **systemic process** revealed that less than five afterschool opportunities are available in the targeted community, and these are located at a minimum of 8-10 miles away, with most available only at significant cost. Besides being unaffordable, these programs do not provide the array of services that will be embedded into the design of the proposed CHISD Program in order to specifically address family/student needs.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057-904

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.

☐ This applicant is unable to partner.

Planned Partnership Description: In developing the CHISD ACE Program, CHISD, a recipient of Title I funds, received exceptional levels of support from government officials, universities, educational institutions, community-based organizations, and private businesses; these entities will continue to fully support the district in this initiative (Letters of Support on file at CHISD). As a result of a systemic needs assessment process conducted during the planning stage (as described in Schedule # 16, Statutory Requirement 1), and in response to this requirement, CHISD has created a **planned partnership** with an eligible local partner organization – **University of North Texas (UNT)** (Letters of Partnership: Enclosed) - to assist in **eliminating the identified gaps and weakness while increasing academic performance of students**. A CHISD ACE Program Advisory Council, together with school administrators and staff, explicitly and strategically sought out partnerships that added value as well as represented an expansion of the capacity of CHISD to achieve its programmatic goals and increase the scope, quality and sustainability of services to be provided by the CHISD ACE Program. From the onset, partners were involved in the planning and development of this OST initiative, and they will continue to do so through the CHISD ACE Advisory Council established in preparation for this ACE Program. These entities will not only play a critical part in planning, guidance, implementation and evaluation but will also have a pivotal role in delivering the academic strategies and enrichment services required to meet or exceed program objectives. **Contributions Toward Achieving Stated Objectives:** CHISD selected a partnership with UNT as the college is a diverse organization long-based in the community that can assist with the successful implementation of the program including project development, provision of services, evaluation of program effectiveness, and ongoing sustainability efforts. CHISD ACE Program staff will also receive professional development and capacity-building training from the College. As a long-term partner of CHISD, University of North Texas will provide students with access to several highly-engaging, interactive **college awareness, preparation and readiness** activities designed to encourage and promote a college-going culture and prepare students to successfully progress to secondary school. UNT will help to ensure that students maintain an ongoing interest in and are retained in the ACE program by delivering **educational opportunities** related to college/career readiness and awareness, including but not limited to: targeted tutoring; mentoring; non-cognitive skills development; career exploration; and guided college visits/tours. An array of quality services will result from the planned partnership to include: instruction in a sound learning environment that builds confidence while developing college goal attainment, discipline, structure and time management, and the 'soft skills' increasingly needed for success in the workplace. Students and families will be provided with a **strong early foundation of rigorous academic exposure** designed to lead to increased graduation rates, college readiness and improved outcomes on state standardized assessments. This critical partnership will serve to support student and parent engagement in alignment with TEA's ACE Critical Success Factor of 'Students' and families' active participation and engagement in learning'. Through this partnership, the Family Engagement Specialist will be exposed to **research-based tools, curriculum, and training** empowering the Specialist to create and sustain an effective parent involvement program in targeted schools, and evaluation instruments to determine the effectiveness of parent programming. Parents and students will be provided a wide array of services including but not limited to: financial literacy; and access to workforce preparation and college/career related services including job skills training, job search assistance, job referral and adult basic education. Through this planned partnership, CHISD aims to increase the academic achievement level of target students while improving their behavior, attendance, promotion and graduation rates, and increase family member competencies. **Sustaining the Program:** Immediately upon contract award, all partners, supported by the Advisory Council, will plan sustainability efforts including: • establishing collaborative relationships with community partners to support program; • identifying corporate, foundation, government grant opportunities; and • securing in-kind resources/services from supporting providers to sustain activities. Texas 21st CCLC funds will supplement, not supplant, programs and services provided with local or state funds. **Additional Supporting Collaboration:** CHISD and participating schools along with planned partner UNT will also collaborate with the following educational, workforce, social, community, and private organizations and entities that will contribute to achieving stated objectives and sustaining the program over time in the delivery of effective program services: From the Heart; SureScore; Texas Instruments; Cedar Valley College; and Princeton Review. These collaborating organizations have been selected for their ongoing support, resources, expertise, knowledge, and long-term commitment to delivering a wide range of academic, STEM-based learning, socio-emotional intelligence, behavioral support, student leadership development and enrichment.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

CHISD's current afterschool support programs are inadequate for its elementary and middle school students, of which 42% are currently at-risk. CHISD, along with its partners, plans to address a critical need for student supports and create an educational support structure that will benefit **all learners** in order to positively impact student performance, attendance, discipline referrals, and grade advancement, thereby creating a generation of high-school-, college- and workforce-ready students. Beyond the regular school day, CHISD ACE's all-inclusive afterschool and summer program will offer an array of engaging supplemental academic, artistic, and enrichment opportunities to CHISD students and their families, particularly those identified as at-risk of academic failure or drop out. CHISD ACE services will focus efforts on: 1) targeted, TEKS-aligned, evidence-based academic interventions, enrichment, tutoring, and homework support for students identified in most need of academic assistance; 2) engaging, interactive enrichment activities; 3) Saturday Academies which provide opportunities for parent/student engagement and learning; and 4) a Summer Learning Opportunity to minimize summer learning loss and support learning in all core content and enrichment areas (Reading, Writing, Science, Math, Social Studies, Technology, Art, Physical Education and wellness, etc.). **To Impact Performance:** At each center, CHISD ACE will advance students' proficiency in core subjects through research-based, afterschool, weekend, and summer small-group and one-to-one tutoring, homework assistance, literacy and numeracy development, STAAR-EOC preparation, advanced coursework and honors course preparation, afterschool project-based enrichment activities, theme-based instructional units, study hall, book study and reading clubs, creative writing and literary journal labs, robotics club, arts, sports and recreation, STEM activities, family support and mentoring activities. Methods whereby the aforementioned activities will be delivered include but are not limited to: 1) students will participate in targeted homework, tutorial, and evidence-based literacy assistance every day (45 minutes elementary, 1 hour middle school); 2) all students will receive STAAR-EOC preparation/tutoring; 3) all students participate in enrichment activities (robotics, arts, sports, STEM, etc.) that complement their school work; 4) students/families participate in engaging and afterschool project-based enrichment activities and build skills at Saturday Academy. **To Improve Attendance:** Through the afterschool, Saturday, and summer-based programs at each center, CHISD ACE will: 1) provide enrichment activities to strengthen leadership skills, character, civic responsibilities, creative expression, critical thinking and problem solving skills; 2) provide wellness and physical fitness activities; 3) provide project-based enrichment classes with real-world connections to enable students to use multiple skills; and 4) provide exposure to computer technology, and literary arts. Site Coordinators will be responsible for establishing an advocate relationship with each student, monitoring attendance in school classes and being the point of contact for follow-up activities. Phone calls, home communication and/or home visits will also be utilized. **To Decrease Discipline Referrals/Increase Improved Behavior:** Each CHISD ACE center will be required to: 1) provide social-emotional learning and project-based activities that promote healthy lifestyle choices; 2) provide parental engagement, outreach, training and skills to increase parental school involvement and parent/youth communication support (Saturdays), as well as offer all families strategies after school and on Saturdays to support learning and education success at home; 3) assist students to connect with and develop a relationship with a caring adult to serve as an advocate/mentor with targeted one-on-one/ small group interaction and extended counseling services; 4) provide parents with services that build literacy, self-esteem and self-confidence to equip parents to play a meaningful role in the education of their children; 5) provide structured programs developed around interests chosen by students; and 6) offer service learning to teach civic obligations. **To Promote Academic Advancement:** Each CHISD ACE center will offer: 1) systematic assessment strategies, diagnostic and post-testing, behavior management, frequent monitoring and creation of student support teams; 2) differentiated instruction and Individual Education Plans; 3) classroom/STAAR-aligned tutoring and homework assistance; 4) innovative learning strategies that actively prepare students for real-world applications and also increase parental involvement; and 5) teacher professional development on instructional strategies and actively engaging students in the learning process. **Improve Graduation/Career Competencies:** Each CHISD ACE center will: 1) target students less likely to graduate; 2) provide personalized instruction, tutoring and standardized test-preparation; 3) involve students and parents in decision-making; 4) provide students with rigorous academic core instruction blended with high-quality career/technical course sequences; 5) provide career exploration college readiness, building career competencies by assessing students' skills and interests; 6) expose students and parents to careers via college and career exploration, and workforce-related skills for parents; and 7) provide individual graduation/college/career guidance and counseling to all.

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Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

CHISD ACE is keenly aware that afterschool programs can impact academic achievement. Improved test scores are reported in evaluations of The Afterschool Corporation (TASC) programs (Reisner, White, Birmingham, & Welsh, 2001; White, Reisner, Welsh, & Russell, 2001) and in Foundations, Inc. elementary school programs (Klein & Bolus, 2002). A more recent longitudinal study showed significant gains in math test scores for elementary and middle-school students who participated in high-quality afterschool programs (Vandell, Reisner, & Pierce, 2007), and a meta-analysis of 35 studies of at-risk youth found that out-of-school time programs had a positive effect on reading and math achievement (Lauer, Akiba, Wilkerson, Apthorp, Snow, & Martin-Glenn, 2006). Research also provides evidence that students who participate in targeted and structured afterschool academic programs demonstrate an increased knowledge in core academic competencies and performance. Several studies demonstrate that students who participate in afterschool programs achieve higher grades and higher standardized test scores than students who do not participate in afterschool programs (Shernoff, D., 2010). Equipped with extensive research and evidence of effective programs, CHISD ACE will incorporate research-based best practices to provide educational and related activities designed to accomplish or improve the following: 1) **Complement/Enhance Performance:** All CHISD ACE activities will align with the TEKS, school-day curricula, the CHISD academic goals, and each center's Campus Improvement Plan; to do so, the CHISD ACE staff will develop unit/weekly lesson plans that focus on research-based strategies, content integration and TEKS alignment (and ELPS for ELL learners); 2) **Academic Achievement:** Staff will utilize evidence-based and best practices to design and provide educational and enrichment activities that complement and enhance the academic performance, college readiness and workforce preparation (middle school), and positive development of participating students. To ensure that students are mastering TEKS and STAAR core academic concepts, CHISD ACE services reinforce school-day learning and academic instruction with: targeted extended-day learning opportunities both before and after school; afterschool learning supports and intervention activities at all centers for 3 hours per day, after school, in the fall and spring, five days a week (Mon-Thurs) (12 hours) and 3 hours on Saturday for a total of 15 hours a week during the regular school year, and a Summer Learning Opportunity provided for 6 weeks, 4 hours per day (Mon-Thurs); and tutoring and hands-on learning activities designed to support students in increasing proficiencies in core academic subjects, meeting state and local academic standards, successfully transitioning to secondary school, and ultimately graduating college- and career-ready. 3) **Positive Youth Development:** Evidence-based studies indicate that increased parent involvement has a positive impact on youth development and mastery of basic skills needed for future success in school. Research also demonstrates that students with high parental involvement in their academic careers overall demonstrate significantly higher grade point averages and mastery of basic skills (Topper, D., et al, 2011). Therefore, **Saturday Learning Opportunities** will: enable parents and students to come together to participate in engaging learning activities; provide parents with insight into what their child is learning in school; empower parents to increase involvement in their child's learning and gain skills to effectively support learning and positive development at school and in the home; and enable students and families to participate in age-appropriate college/workforce awareness/readiness activities and services which will be based on student/parent voice and choice. 4) **Summer Learning Opportunity:** Supported by evidence which demonstrates that summers spent without learning significantly contributes to the underachievement of students (Smink, J., 2011), CHISD ACE will host a 6-week Summer Learning Opportunity which will deliver infused academic/core and enrichment (including Reading, Writing, Science, Math, Social Studies, Technology, Art, Physical Education/Wellness); also, methods of effective/promising programs (such as experiential learning techniques and field-based instruction) will be incorporated into the Summer Learning Opportunity. 5) **Engaging College/Career Awareness/Readiness:** Centers will incorporate age-appropriate college/workforce awareness, exploration and readiness skills into enrichment activities. All instruction is designed to be innovative, hands-on, and fun, while teaching students workforce-related and life skills to improve academic performance. In addition, the University of North Texas partnership will support and provide targeted services for students and families in the areas of college and workforce readiness, jobs skills training and job searches, financial literacy, and other workforce development activities. Key college/workforce readiness activities for students include but are not limited to robotics and coding clubs, financial literacy, college/career related speakers, college tours and visits. In Saturday sessions and in the Summer Learning Opportunity, students will also participate in innovative college and workforce readiness activities. All program activities will be aligned with TEKS and STAAR, will reinforce and complement the regular academic program of participating students, and will be balanced across Texas ACE four core components: • Academic Assistance; • Enrichment; • Family and Parental Support Services; and • College and Workforce Readiness.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057-904

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Response is limited to space provided, front side only. Use **Arial font, no smaller than 10 point.**

With CHISD's ACE Program in place, each center will be equipped with accessible OST services that create an educational support structure designed to effectively empower **all learners to improve academic achievement**, driving **overall student success** through improving outcomes in: • Academic performance; • Attendance; • Positive behavior; • Grade promotion rates; and • Graduation rates. **Program activities** to improve student achievement levels will include remedial education activities and age- and developmentally-appropriate academic and enrichment programs to support students to improve academic achievement through: • project-based enrichment activities; • tutoring and homework assistance; • targeted literacy, numeracy, and study skills development; and • STAAR-EOC test preparation. This approach will rely upon innovative teaching strategies as well as technology-based, hands-on activities aligned with students' interests. Students needing additional assistance will receive individual or small group tutoring provided by highly qualified tutors and off-duty teachers that will be directly aligned with classroom instruction to support improved academic achievement. **Extended learning time** for academics will be balanced with a variety of **engaging and structured co-curricular activities**, including project-based learning and hands-on experiential activities that are more flexibly aligned with the school day. These will promote positive development and be designed to complement the regular academic program, leading to improved academic performance. Activities will include but not be limited to: science explorations such as STEM, coding, robotics, LEGOs and other hands-on learning opportunities; youth leadership and character development, including mentoring and community service; arts programming, including music, dance, theatre, creative writing, and visual arts projects, clubs and instruction; sports, fitness and recreation programs; college awareness including tours of local colleges/universities; educational field trips; career and workforce exploration through such activities as demonstrations and career speakers; STEAM project-based learning; and social-emotional learning opportunities including but not limited to drug and violence prevention, mindfulness, positive decision-making skills, bullying prevention and internet safety. Social-emotional learning is crucial to CHISD student success, particularly because these schools have large numbers of at-risk students, and these students need assistance in coping with stressful home and personal situations that have been shown by research to distract them from learning, negatively affect academic achievement, and prevent them from fulfilling their full potential and succeeding at school. **Extended Learning Time** is further made available during Saturday Learning Opportunities and Summer Learning Opportunities where activities will continue to reinforce key academic concepts, provide additional opportunities for educational activities such as field trips and community service projects, allow more time for students with mentors and teachers to build social-emotional skills, and provide opportunities for the parent and family engagement and involvement that has been shown by research to increase academic achievement for students. **Academic Needs/Data Usage:** Each CHISD ACE center will utilize its individual campus needs assessment and individual student's academic data to create and implement a schedule of academic and enrichment programs designed to effectively increase student academic achievement and success. Each center will have autonomy to review and implement programs and strategies that are not only aligned with its Campus Improvement Plan but also with individual student level data. By utilizing data as a guide, CHISD will allow each student to participate in activities that best suit his/her needs for improving academic achievement and success. For example, at-risk students struggling in particular subjects will receive individual or small group tutoring that reinforces daily instruction in those subjects. **Partner Supports:** In addition to the planned partnership with the University of North Texas, CHISD ACE will collaborate with the following organizations and entities in delivering curricular and co-curricular activities strategically designed to promote student success and positive outcomes: • From the Heart; • SureScore; • Texas Instruments; • Cedar Valley College; and • Princeton Review. Balancing academic support with a variety of engaging, exciting, and structured extra-curricular or co-curricular activities in a variety of real-world contexts will support and improve academic performance. Collaborating organizations have been selected for their ongoing support, collaboration, resources, expertise, knowledge, and long-term commitment to delivering a wide range of academic, STEM-based learning, socio-emotional intelligence, behavioral, student leadership development and enrichment programs. Students at each center will therefore receive a broad array of additional services, programs, and activities, such as positive development activities, counseling programs, robotics, art, music, and recreation programs, technology education and engineering-based programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students. Collaborating partners assist in delivering innovative teaching strategies aligned with students' interests such as the CHISD collaboration with Texas Instruments (TI). TI will provide students with access to and instruction in several state-of-the art technologies and educational software systems designed to enhance overall learning for students of all ages.

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Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The CHISD ACE Project Director, Family Engagement Specialist, Site Coordinators and all partners will be dedicated to implementing outreach and marketing efforts to ensure local residents are fully aware of the availability of community learning centers and educational opportunities, along with locations, schedules, and campus contacts.

Disseminate Information: CHISD ACE Program staff will work closely with school administrators and staff at each center/participating campus, planned partners, local community and faith-based organizations, and other local youth-serving entities, to effectively and thoroughly **disseminate program information**. This will be accomplished through an extensive **marketing/community outreach** initiative which will include:

- Promoting program through the district's and key partners' websites and social media pages (Facebook, Twitter, etc.) and its ACE Program webpage and partners' and service providers' websites and social media pages;
- Creating and distributing informational flyers, brochures, and charter newsletter (electronic and hard copies) to partner organizations, students, parents, caregivers, teachers, and community;
- Exploring opportunities to reach out through new private social-networking sites such as Nextdoor.com (<https://nextdoor.com>), where families can communicate information about the program to their neighbors;
- Distribution of flyers and posting of large informational signs throughout local neighborhoods and communities;
- Public service announcements and press releases and posting of information in local newspapers, including Spanish Language newspapers, neighborhood publications and community newspapers; and
- Announcements, presentations and information booths/tables at student/parent orientation, quarterly School Board meetings, and PTSA meetings.

The CHISD ACE Program will also include Texas Ace Blueprint strategies for outreach including: regular communications to principals, school day staff, partners, Board members; regular community networking; using the ACE Promo Center and other outreach materials that TEA provides for Grantee use; and sharing ACE program successes and evaluation results at school and community meetings. To ensure that all outreach efforts are understandable, accessible, and transparent, all marketing information (written, verbal, and electronic) will be available in both English and Spanish. Further, the Texas ACE® logo will be included in all outreach/communication materials in compliance with Texas ACE® branding guidelines.

The Project Director and Family Engagement Specialist will play a critical role in community-wide dissemination of information and in student recruitment efforts by making presentations at various school events and functions including PTSA and Parent University meetings, Back to School Nights, Open Houses, Family Nights, student assemblies, in-school announcements including over the Public Announcement (PA) system, and all staff meetings. The following service providers have also agreed to actively disseminate information about this ACE Program to their clients and participants:

• From the Heart; • SureScore; • Texas Instruments; • University of North Texas; and • Princeton Review. Each service provider will enable information about the program to be disseminated to a unique group of community members, such as parents who work at these service providers. The Project Director will set-up informational displays and posters at local community events, recreation and community centers, parks, and community organizations which serve local students and working families.

To supplement outreach and recruitment efforts, CHISD ACE will also air public radio announcements throughout the school year through public service radio announcements in both English and Spanish. This extensive and inclusive outreach campaign will commence immediately upon award. Additionally, CHISD ACE will host recruitment drives at its schools throughout the school year, once per semester at minimum, to further engage and recruit eligible students for participation. Finally, CHISD ACE will recruit active students to personally get involved in outreach efforts by speaking at school and local community groups and coordinating information and access fairs to overall promote the community learning center. All materials will be in easy-to-read language (English and Spanish) and will outline the specific steps of the enrollment process, location, and contact person to ensure all students and parents have equal access to center information. Upon program commencement, the program will regularly communicate program information to ACE Program student and parent participants, key partners, and supporting providers through: the ACE Program website and social media; weekly/monthly distribution of e-newsletters; and quarterly and annual reports to the CHISD School Board.

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Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Student Travel to and from ACE Program Sites:

Transportation Needs of Participating Students: CHISD and its partners are proposing to implement this ACE Program at 10 school sites. These schools comprise 7 elementary schools and 3 middle schools which serve a predominantly minority, educationally-disadvantaged community. This ACE Program will enable CHISD to reach and serve students and families most in need of academic and educational supports. For this reason, CHISD has developed a comprehensive plan to ensure that the transportation needs of the families we serve are fully-addressed, and that transportation does not serve as a barrier to these families accessing the services and benefits of the CHISD ACE program. The plan includes the following elements.

Transporting Students from Center Back Home: Students participating in the ACE program will be directly dismissed from their school day to the ACE Program located on their home campus. As such, students will not require transportation to the center immediately after school. ACE Program staff will work with school day staff to establish a protocol to ensure a smooth and safe transition at dismissal. Students are required to sign-in and sign-out of each activity in order for accurate attendance to be maintained by this ACE Program staff. Once daily after school programming ends, students will have the option of securing their own transportation or utilizing school bus transportation from the Center back home. Bus transportation will be available and provided by CHISD. This ACE Program will obtain the necessary parental consent that includes the selection of transportation for their children. Bus transportation will be available at the end of daily afterschool activities (Monday – Friday) as well as during summer programming. Due to the extent of the day and age requirements, Kindergarten students must be picked up by an authorized adult. As part of its operations management, and in alignment with the Texas ACE Blueprint, transportation program logistics will include busing schedules and signed parent permission forms which will be maintained by ACE Program staff.

Student Travel to and from ACE Program Off-Site Activities: As a part of this ACE Program, CHISD buses will provide transportation services for all participating students of both after-school and summer enrichment activities. CHISD will also provide daily busing of students after all project activities, including off-site community service project activities or educational field trips. Further, during activities located in areas other than the home center site (i.e. TEA approved educational field trips, etc.), CHISD will provide transportation from the location back to the home center site. Throughout all transport of students to and from centers and activities, bus safety policies will be enforced as well as required student supervisory ratio.

Transportation Guidelines and Policies: This ACE Program will follow CHISD transportation guidelines, policies, and procedures in the safe and timely transporting of students. CHISD is committed to providing safe, reliable and professional transportation services for its students according in adherence to applicable State and Federal Laws. Emergency protocols for any unanticipated transportation incidents will be implemented at each center in accordance with approved emergency policies and procedures of CHISD.

Pick Up Time Policy and Notification: Bus route stop times are scheduled as accurately as possible, and drivers are instructed to arrive safely at each stop at the designated time. Due to possible variances between individual clocks, students are asked to arrive at the bus stop 5 minutes prior to the scheduled arrival time. Drivers will depart the bus stop when students are safely seated. In order to maintain the schedule and arrive at school on time, Drivers cannot wait for late students. Once ACE programming has ended for the day, all buses will wait for students to board. Students are expected to proceed immediately to the buses. Once school officials release the buses from school, drivers are instructed not to stop or open the door for late students. If students run after moving buses, expecting a bus stop, it creates a safety hazard due to the students being too close to moving bus wheels.

Before the beginning of each school year, Transportation notification letters will be mailed to the parents or guardians of all students currently eligible for school bus transportation at CHISD. Students who may be eligible for transportation by the Residence Address, but who do not have a stop assignment, will receive a letter informing them to call CHISD to request school bus transportation, if needed.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057-904

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CHISD values the knowledge, experiences, and support that volunteers can bring to this ACE Program, and embraces individuals of all races, ethnicities, and ages (as appropriate) to serve as volunteers supporting its schools and communities. As such, CHISD actively seeks the support of appropriately qualified volunteers who will support the District's mission: "The mission of Cedar Hill Independent School District is to develop confident students with: character, knowledge and skills to maximize their potential and excel in any endeavor they pursue."

Screening and Placing Volunteers: CHISD understands that the use of volunteers is encouraged and can help provide students with an adult advocate, which is emphasized in best practice research on out-of-school time as well as a critical success factor for Texas ACE. As such, CHISD will execute safe, structured volunteer programs. As delineated in the Texas ACE Blueprint, and in accordance with Senate Bill 9, all volunteers who will have direct interaction with children and youth in the program must be fingerprinted and undergo a criminal background check in order to ensure the ongoing safety of all children served. CHISD implements several volunteer programs to support its array of student, parent, and community programming. Interested individuals will be screened for qualifications and interests prior to placement and will be assigned by appropriateness, interest, experience, knowledge, and need for support in volunteer opportunities.

CHISD Parent University: In preparation for this ACE Program, CHISD received exceptional support from parents and the local community that have and will continue to fully support this after-school initiative. CHISD proudly implements **Parent University**, an innovative parent education program designed to benefit children and families from traditionally low-performing student populations. The vision of Parent University is to develop a learning environment for parents, so they can have a greater impact on their child's education. Decades of evidence-based research demonstrate that involving families and the community contributors to children's academic and social success. According to the Child Trends Data Bank, Parental Involvement in Schools Report (2013), students with parents who are involved in their school tend to have fewer behavioral problems and better academic performance, and are more likely to complete high school than students whose parents are not involved in their school. As such, this ACE Program will actively seek individuals from CHISD's Parent University to support a wide array of program activities and events. Volunteer opportunities will include, but not be limited to: • mentoring and tutoring students; • serving as chaperones on field trips; • assisting with the conceptualization, organization, and implementation of community service learning projects and social-emotional learning activities; • helping with summer activities in STEM and the arts; • providing support during recreational events and celebrations; and • providing engaging informational college and career readiness presentations to older students. Parent University volunteers will also be recruited to support parent engagement and involvement. Volunteers will also provide peer-to-peer skills training and may include: • parent/youth communication; • advice on accessing community resources for their child and family; and • how to increase involvement in your child's learning; and • skills building in effectively supporting student learning at home.

Senior Volunteers: Growing evidence demonstrates that older adults excel as mentors and tutors. Research shows that to make a difference in young lives, the key factors are patience, taking the time to listen to children while avoiding the impulse to offer quick solutions, and the capacity to show up consistently – virtues often displayed by senior individuals (Aging Networks Volunteer Collaborative, "*Because We're Stronger Together: Intergenerational Programs Engaging Youth in Service to Older Adults*", 2013). Also, many of CHISD's students are being raised by their grandparents who have valuable input and feedback regarding their grandchildren's education. As such, this ACE Program will readily welcome and solicit the volunteer support of senior individuals. This ACE Program will train qualified senior individuals to be effective volunteers during afterschool activities with both students and parents. CHISD and collaborating partners will recruit senior volunteers from a wide range of organizations such as Retired Teachers Associations, Lions Club members, church volunteers and current volunteers who provide services at CHISD or through partner organizations. Senior volunteers will be trained in evidence-based after-school support strategies. Senior volunteer activities may include but are not limited to: student tutoring and homework; storytelling and reading support; student writing projects; and the coordination of enrichment activities, family engagement events, and summer programs. Senior volunteers may serve as chaperones during field trips and may assist staff in the transition of students from school to this ACE Program during afterschool hours. Interested senior volunteers may also assist with fundraising and development activities such as mail-outs, staffing and coordination assistance during philanthropic events and donor drives, and community outreach and marketing of this ACE Program.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057-904

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Preliminary Plan for Center Sustainability: CHISD understands the importance of sustaining effective and much needed programs – particularly when the programs directly affect the success and futures of the children in an impoverished community, where the continued provision of academic and other supports is crucial. CHISD initiated plans for ACE Program sustainability during program planning and will immediately execute these plans upon contract award. To ensure this ACE Program continues after funding ends, the following sustainability strategies will be implemented:

- Create and implement a marketing and fundraising campaign through which this ACE Program's successes will be highlighted and disseminated through various media outlets in order to attract potential funders;
- Host philanthropic engagement events and ACE Program open houses to showcase the program and solicit future funding from individual, corporate, and foundation donors;
- Engage partnering service providers to contribute and pool resources to financially support this ACE Program.

CHISD will also utilize the Texas ACE Blueprint as a resource for sustainability planning and will utilize TEA training resources to supplement sustainability efforts.

Addressing Local Needs and Resources to Achieve Sustainability: CHISD and partners will work with service providers and community stakeholders to develop sustainability plans that: address unique local student, school, family and community needs; consider local resources; and demonstrate how this ACE Program will achieve sustainability. CHISD will ensure that community needs continuously drive this program and that the community is aware of program benefits and contributions to students and local residents in this area. Parents, business representatives, service providers, and residents will also be invited to participate in the **ACE Program Advisory Board** to provide continuous feedback and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase program quality and visibility.

External Funding Support: ACE Program staff and Program Advisory Board will commence extensive efforts to identify and secure grant funding from federal, state, and private resources, foundations, and corporations that can be utilized to support this ACE Program services when grant funding ends. The team will also execute a donor engagement campaign through which they will identify potential supporters, including representatives from local businesses, foundations and community organizations, and hosting tours where visitors can observe compelling examples of ongoing activities, learning, and engagement taking place.

Board and Leadership Endorsement: This ACE Program is unanimously endorsed by CHISD's Board of Trustees and top leadership, as validated by their attached letters of commitment to program sustainability. As such, campus leadership and educators will provide guidance and support time at no-cost to the program.

Building Systemic Infrastructure of Expanded Learning Opportunities: CHISD has already established a strong organizational base and systemic infrastructure for this ACE Program including policies, procedures, systems, and schedules. With the exception of requested items delineated in the budget narrative, CHISD will provide items including but not limited to: computer labs, libraries, gymnasium, security and janitorial services, SMARTboards, math and science lab supplies, software, text books, etc.

Leveraging Resources and Partnerships: During the design and conceptualization of this ACE Program, CHISD and partners developed plans to leverage and coordinate resources in support of the program throughout the life of the grant. CHISD and partners will bring multiple resources to the program (at no cost to the grant) which can be leveraged including, but not limited to, use of facilities and utilities, administrative and organizational support, staff time, educational resources, and more. Additionally, key service providers were strategically selected for their expertise and experience that increase the capacity of this ACE Program to continue offering services to students and that can be leveraged to support programming. Service providers include: • From the Heart; • SureScore; • Texas Instruments; • University of North Texas; and • Princeton Review. CHISD ACE Program staff will also receive various resources from its partnership with Cedar Valley College, including but not limited to professional development and capacity-building training from the College. In addition to contracted services, several partners have agreed to supplement their contractual services with in-kind support and resources to sustain this ACE Program programming. CHISD will also utilize TEA state-level resources which assist programs to implement sustainability strategies.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057-904

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Coordination of Efforts for Effective Use of Resources:

ACE Program staff are committed to ensuring the success and sustainability of this ACE Program through the effective coordination of available public resources from federal, state, and local programs to supplement ACE programming and vice versa. During the planning and development of this program, this ACE Program planning team assessed current funding streams to identify leveraged in-kind support to add-value to the program while overall benefiting students and parents. These CHISD schools will leverage federal funding such as that received through Title I and IDEA, as well as grants from private and local funding sources, to support ACE Program objectives. **All resources will supplement, not supplant local, state, or federal expenditures or activities.**

Furthermore, in October 2017 the federal program GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) of the Department of Education awarded CHISD \$6.3 million for sixth- and seventh-grade students at CHISD's Bessie Coleman and W. S. Permenter middle schools. Similar to Texas ACE objectives, GEAR UP programs are designed to improve student achievement, academic growth and performance, increase promotion and graduation rates, and ultimately increase college enrollment. The GEAR UP Director, Angele Hodges, will supervise this Texas ACE Program. Ms. Hodges has as more than 16 years of education experience, has held several principalships in other Texas communities, and completed the Harlem Children's Zone Practitioner's Institute in Harlem. This is an ideal configuration because of the similarity of program goals and because this conformation will not only maximize and organize resources and services currently available for students and parents, but will allow the Project Director to coordinate access to all federal, state, and local funding sources and partner organization services being provided at the participating campuses. In addition, Project Director will benefit from Ms. Hodges' experience and advocacy. Working towards creating a true college-going culture, the project team will use outreach and marketing activities to establish closer linkages between participating schools, partners, educators, students, and families to enhance awareness about the value of a postsecondary education. GEAR UP partnering organizations include University of North Texas - Dallas, The University of Texas at Arlington, Cedar Valley College, and a number of other community-based and private organizations.

Further resources for students and families related to college readiness is available through the Texas GEAR UP website. At this site, students and parents can access a range of resources pertaining to preparation for college, a broad-ranging subject which may be especially overwhelming and intimidating for the lower-income families who predominantly make up the CHISD ACE families. This resource assists in families and students developing a college-readiness mindset early in their academic career.

As a testimony of support for this project, all participating CHISD schools will provide use of all facilities, classrooms, and administrative services for participating teachers, students, parents, and staff at no cost to the proposed program. Furthermore, with the exception of requested items delineated in the budget narrative, CHISD and participating campuses will provide items including but not limited to: computer labs, libraries, gymnasium, security and janitorial services, SMARTboards, TI-Nspire calculators, lab supplies, software, text books, etc.

Building long term support/commitment from partners:

Finally, to further utilize and leverage public resource, CHISD has enlisted the support of contract providers as partners for their ongoing support, collaboration, organizational foundation, resources, expertise, knowledge, skills, experience and leadership in delivering a wide range of academic, literacy, behavioral, and enrichment programs. In coordination with other federally funded activities, each partner will have a unique role in supporting and delivering academic strategies and enrichment activities during and after-school, weekend, and summer programming. Partners include: • From the Heart; • SureScore; • Texas Instruments; • University of North Texas; and • Princeton Review. In addition to contracted services, partners will offer in-kind support to supplement ACE programming. Partners will also contribute specialized equipment, supplies, and materials to support activities to be validated in a MOA upon contract award.

Finally, the CHISD Board and campus leadership will strongly advocate for continuance of this project after the grant period has ended and are committed to instituting targeted fundraising initiatives to accomplish sustainability.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057-904

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1		Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
		Bray Elementary 218 N. Broad St. Cedar Hill, TX 75104		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
		9-digit campus ID number: 057904101					
		Cost per student: \$526					
		"Regular" student target (to be served 45 days or more annually): 75		Parent/legal guardian target (in proportion with student target): 25			
		Feeder school #1		Feeder school #2		Feeder school #3	
Campus name		Not Applicable		Not Applicable		Not Applicable	
9-digit campus ID number		Not Applicable		Not Applicable		Not Applicable	
Estimated transportation time		Not Applicable		Not Applicable		Not Applicable	
Center 2		Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
		Collegiate Prep Elementary 975 Pickard Drive Cedar Hill, Texas 75104		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
		9-digit campus ID number: 057904110					
		Cost per student: \$478					
		"Regular" student target (to be served 45 days or more annually): 100		Parent/legal guardian target (in proportion with student target): 40			
		Feeder school #1		Feeder school #2		Feeder school #3	
Campus name		Not Applicable		Not Applicable		Not Applicable	
9-digit campus ID number		Not Applicable		Not Applicable		Not Applicable	
Estimated transportation time		Not Applicable		Not Applicable		Not Applicable	
Center 3		Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
		High Pointe Elementary 1351 High Pointe Lane Cedar Hill, Texas 75104		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
		9-digit campus ID number: 057904104					
		Cost per student: \$478					
		"Regular" student target (to be served 45 days or more annually): 100		Parent/legal guardian target (in proportion with student target): 40			
		Feeder school #1		Feeder school #2		Feeder school #3	
Campus name		Not Applicable		Not Applicable		Not Applicable	
9-digit campus ID number		Not Applicable		Not Applicable		Not Applicable	
Estimated transportation time		Not Applicable		Not Applicable		Not Applicable	

Schedule #17—Responses to TEA Program Requirements (cont.)

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County-district number or vendor ID: 057-904		Amendment # (for amendments only):	
Center 4	Name and physical address of center site:		The campus is (check all that apply):
	Highlands Elementary 131 Sims Drive Cedar Hill, Texas 75104		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
	9-digit campus ID number:	057904105	Grade levels to be served (check all that apply):
	Cost per student	\$518	<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):
	150		50
	Feeder school #1		Feeder school #2
	Feeder school #3		
	Campus name	Not Applicable	Not Applicable
	9-digit campus ID number	Not Applicable	Not Applicable
Estimated transportation time	Not Applicable	Not Applicable	Not Applicable
Center 5	Name and physical address of center site:		The campus is (check all that apply):
	Lake Ridge Elementary 1020 Lake Ridge Parkway Cedar Hill, Texas 75104		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
	9-digit campus ID number:	057904108	Grade levels to be served (check all that apply):
	Cost per student	\$526	<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):
	75		25
	Feeder school #1		Feeder school #2
	Feeder school #3		
	Campus name	Not Applicable	Not Applicable
	9-digit campus ID number	Not Applicable	Not Applicable
Estimated transportation time	Not Applicable	Not Applicable	Not Applicable
Center 6	Name and physical address of center site:		The campus is (check all that apply):
	Plummer Elementary 1203 S. Clark Road Cedar Hill, Texas 75104		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
	9-digit campus ID number:	057904102	Grade levels to be served (check all that apply):
	Cost per student	\$401	<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):
	125		35
	Feeder school #1		Feeder school #2
	Feeder school #3		
	Campus name	Not Applicable	Not Applicable
	9-digit campus ID number	Not Applicable	Not Applicable
Estimated transportation time	Not Applicable	Not Applicable	Not Applicable

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057-904		Amendment # (for amendments only):	
Center 7	Name and physical address of center site:		The campus is (check all that apply):
	Waterford Oaks Elementary 401 N. Waterford Oaks Dr. Cedar Hill, Texas 75104		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
	9-digit campus ID number:	057904107	Grade levels to be served (check all that apply):
	Cost per student	\$478	<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5
	"Regular" student target (to be served 45 days or more annually):		40
	Parent/legal guardian target (in proportion with student target):		40
	Feeder school #1		Feeder school #2
	Feeder school #3		Feeder school #3
Campus name		Not Applicable	Not Applicable
9-digit campus ID number		Not Applicable	Not Applicable
Estimated transportation time		Not Applicable	Not Applicable
Center 8	Name and physical address of center site:		The campus is (check all that apply):
	Coleman Middle 1208 E. Pleasant Run Rd. Cedar Hill, Texas 75104		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
	9-digit campus ID number:	057904042	Grade levels to be served (check all that apply):
	Cost per student	\$518	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 6
	"Regular" student target (to be served 45 days or more annually):		50
	Parent/legal guardian target (in proportion with student target):		50
	Feeder school #1		Feeder school #2
	Feeder school #3		Feeder school #3
Campus name		Not Applicable	Not Applicable
9-digit campus ID number		Not Applicable	Not Applicable
Estimated transportation time		Not Applicable	Not Applicable
Center 9	Name and physical address of center site:		The campus is (check all that apply):
	WS Permenter Middle 431 West Parkerville Road Cedar Hill, Texas 75104		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
	9-digit campus ID number:	057904041	Grade levels to be served (check all that apply):
	Cost per student	\$518	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 6
	"Regular" student target (to be served 45 days or more annually):		50
	Parent/legal guardian target (in proportion with student target):		50
	Feeder school #1		Feeder school #2
	Feeder school #3		Feeder school #3
Campus name		Not Applicable	Not Applicable
9-digit campus ID number		Not Applicable	Not Applicable
Estimated transportation time		Not Applicable	Not Applicable

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057-904

Amendment # (for amendments only):

Center 10	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Collegiate Academy Middle 1533 High Pointe Lane Cedar Hill, Texas 75104		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	057904043				
	Cost per student	\$587				
	"Regular" student target (to be served 45 days or more annually):	65	Parent/legal guardian target (in proportion with student target):	20		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name:	Not Applicable	Not Applicable	Not Applicable		
	9-digit campus ID number	Not Applicable	Not Applicable	Not Applicable		
Estimated transportation time	Not Applicable	Not Applicable	Not Applicable			

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County-district number or vendor ID: 057-904

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Management Infrastructure: CHISD and the 10 participating schools pledge their commitment, personnel, resources, facilities, work space and active participation to ensure the CHISD ACE Program is an integral part of its daily operations and administrative procedures. Through this design, CHISD will collaborate with internal federal, state, and local programs to maximize resources for its target population. The CHISD ACE Program will be supervised by the CHISD's Director of GEAR UP. A full-time Project Director will be hired to provide the overall leadership and oversight required to ensure that high-quality programming is being delivered to all participants. Site Coordinators at each center will be hired to coordinate and ensure high-quality project services are being implemented effectively at each ACE center and will regularly monitor centers on-site in order to directly observe service delivery. Each Site Coordinator will be responsible for supervising all phases of the program at their respective campuses and ensuring effective implementation of all activities. A Family Engagement Specialist will be responsible for planning, coordinating, and implementing culturally relevant family programming at each center site. Teachers will be hired to deliver high-quality instruction to participating students aligned to classroom instruction while para-professionals and tutors will be brought on board to provide additional coaching, guidance, and support to students and parents.

Operating Schedule. The CHISD ACE Program will be provided at 10 campuses/community learning centers throughout the district including 3 middle schools and 7 elementary schools. The program will annually serve a total of 1090 students in grades K – 8 and 375 parents. ACE Program activities will begin effective October 1, 2018, and will continue through Fall 2018, Spring 2019, Summer 2019 and ongoing thereafter, resulting in 35 total weeks of service annually. **Regular**

School Year Schedule: ACE Program services will be implemented for a minimum of 3 hours per day, Monday – Friday and 3 hours on Saturday (18 hours per week) for 29 weeks during the regular school year. ACE Program regular school year activities will begin effective October 1, 2018 and will continue through the last day of school on May 24, 2019. The program will not operate during school holidays, the Winter Break, or Spring Break. Provided below is a regular school year schedule for CHISD ACE Program centers.

Weekday Schedule (Monday – Friday)	Activity
6:45 AM – 7:45 AM Elementary and Middle School	Morning tutorials
3:30 PM – 4:30 PM (Elementary) 4:00 PM – 5:00 PM (Middle School)	Check-in/Snack, tutoring/homework assistance, literacy/numeracy development, Science activities, study skills, STAAR preparation, etc.
4:30 PM – 5:30 PM (Elementary) 5:00 PM – 6:00 PM (Middle School)	Social-emotional learning, project-based enrichment activities (LEGOs, robotics, etc.), game time, dance, arts, music, recreation/sports/fitness, leadership/civic skills, college/career awareness
Saturday Academies	Activity
9:00 AM – 12:00 PM	Student and parent skills building, academic support, family-focused enrichment activities, service learning, adult learning (literacy, education)

Summer Schedule. The ACE Program will also provide an annual Summer Learning Opportunity for 6 weeks from June 11– July 31, 2019. The Summer Learning Opportunity will operate Monday – Thursday for 4 hours per day (8:00 am – 12:00 pm) for a total of 16 hours per week.

Operational Plan: CHISD will implement an operational plan which will include continual input from District administrators, educators, ACE Program staff and Advisory Council members, and additional stakeholders. Ongoing feedback will be utilized regularly to refine, evaluate and oversee program activities to ensure strategies and objectives are accomplished as planned. Site Coordinators will also establish Campus Leadership Teams at their respective centers which will include the participation of the principal, teachers, curriculum specialists, ACE staff, parents, and students. Feedback will be solicited from this team to support continuous program improvement. **Program and Fiscal Monitoring:** The ACE Project Director will establish and utilize a timeline as a guide to ensure the timely implementation of program services and achievement of outcomes. This timeline, along with outcomes and program data, will be reviewed monthly with key CHISD administrators and ACE staff, as well as with the Advisory Council and major stakeholders quarterly, to review program strengths and deficiencies, and appropriately guide effective decision-making. When milestones are not met, the Campus Leadership Teams will develop an action plan. The Project Director will also work with CHISD's finance department to track and oversee project expenditures. This will include regular meetings with the finance department to review actual expenditures against proposed costs and to implement program revisions when appropriate to maximize resources.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057-904

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Project Evaluation: Evaluation of CHISD ACE will be conducted by an independent evaluator. It will consist of both a formative and summative evaluation based on the processes outlined in the Texas ACE Blueprint. Each year, formative evaluation will focus on addressing whether or not project activities are being implemented as planned and whether the project is making progress toward achieving Texas ACE objectives to improve the following: 1) Academic Performance; 2) Attendance; 3) Positive Behavior; and 4) Grade Promotion Rates. Formative data will be useful in analyzing current data, learning materials, student learning achievements, and effectiveness of program activities and services. In addition to the performance measures referenced above, a summative evaluation will determine whether or not CHISD ACE brings about the following impacts: increased utilization of school sites beyond "normal" school hours in a safe environment; reduced numbers of unsupervised children in afternoons, on weekends and in the summer; reduced actual and/or potential numbers of students engaging in drug abuse and related activities, juvenile crime, and disciplinary incidents; increased student academic skill levels and performance on standardized tests (STAAR) through aggressive on-going student recruitment and intentional well-planned activities that target student academic needs; and increased parental involvement. Annual evaluation data will be compared to baseline data for each performance measure. **Data Collection:** The evaluator will assess program effectiveness by collecting both program- and student-level data. A variety of methods will be used to gather both qualitative and quantitative data for the formative and summative evaluation (in compliance with FERPA) including: 1) annual stakeholder surveys of participating students, parents, teachers, project staff, partners, and contractual alliances at each center containing both closed-ended items and open-ended questions (semi-annually); 2) participation logs at each center (daily); 3) activity logs of all activities at each center (weekly); 4) types of student programs, teachers' professional development activities, and adult training activities (topics, frequency, participation rates, and competencies gained of each participant) (weekly); 5) number of students and parents served at each center (weekly); 6) comparison of pre/post records of participating students' performance in reference to attendance patterns, course grades, grade promotion, internal behavioral and disciplinary actions, and dropout or transfer rates (monthly and semi-annually); 7) formal and informal observations by project staff, teachers, partners, and school administrators (quarterly); 8) type of curriculum utilized (weekly); and 9) other related program data to measure performance targets (monthly). The evaluator will also assess program effectiveness on student achievement results by analyzing student-level academic data including, but not limited to: student grades; annual STAAR-EOC results; Texas Academic Performance Report (TAPR) results; graduation/promotion records; etc. Surveys will be administered to classroom teachers, students, and parents to collect baseline data (pre-survey) and compared to post-program results, assessing the extent to which activities were successful in achieving proposed performance measures. The evaluation design will also solicit community, partner, staff, teacher, and student/parent input through coordinated surveys, focus groups and formal interviews to gain additional feedback and recommendations. The evaluator will analyze data on a quarterly basis to assess program strengths and weaknesses and recommend program modifications to enhance services, as needed. Annual evaluation data will be compared to baseline data for each performance measure. **Using program evaluation results to improve program operations and quality:** CHISD ACE staff will use evaluation findings to refine, improve, and strengthen the program. The evaluator will analyze data on a quarterly basis to yield timely feedback to Site Coordinators and the Project Director as a resource for data-driven decision-making. Ongoing formative evaluation will ensure each center effectively achieves its goals and measurable objectives in a timely manner. When problems or issues are identified, the evaluator will immediately meet with the Project Director, Site Coordinators, and Principals to discuss recommendations and develop a formal plan of action to resolve or alter service delivery for continuous improvement. The evaluator will conduct quarterly reviews and produce reports for school leadership and ACE staff. Evaluation data, reports and evaluator recommendations will be used by Project Director to support future data-driven program decisions. **Adjustment of program plans to achieve program compliance:** To further support continuous improvement and program compliance with ACE objectives, the Project Director will meet with the ACE team weekly to assess progress and challenges and solicit input regarding program operation. In the event that deficiencies, issues, barriers, or problems are identified that may hinder program success or compliance, information will be shared between ACE Program staff and school leadership and an action plan to address the areas will be developed. Changes will be documented and communicated to administrative staff, teachers, students, and parents through emails, hard copy letters/memos, and/or announcements at ACE Program activities.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 057-904			Amendment number (for amendments only):	
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057-904

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057-904

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057-904

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057-904

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057-904

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057-904

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Not Applicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 057-904

Amendment number (for amendments only):

Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

Failure to complete this schedule will result in an applicant being disqualified.

Questions

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☐ Yes ☒ No

- If your answer to this question is yes you must answer question #2 below.
- If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☒ No

- If your answer to this question is yes, you must read and check the box next to each of the assurances below.
- If your answer to this question is no, you do not address the assurances below.

Assurances

- ☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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